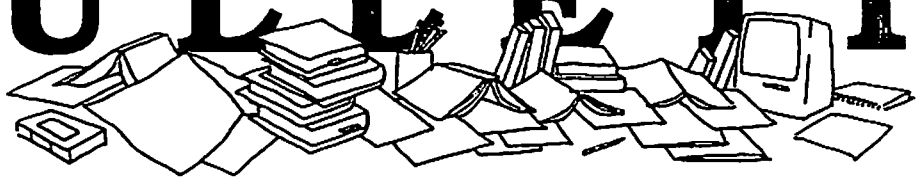
THE LITERACY MATERIALS

BULLETIN



10

Fall1994

This issue of the *Literacy Materials Bulletin* contains reviews on a tantalizing array of materials. In honor of the International Year of the Family, we have continued to field test family literacy materials and included reviews of a writing resource book for family literacy programs and a popular picture book. You will also find reviews on two excellent books devoted to health topics. In addition, we invite you to read about a set of popular story anthologies, a B.C. clip art collection, a book on learning disabilities, two workbooks to develop critical thinking, and some inexpensive student spelling dictionaries. As numerous collections of student written materials are now being published, the Literacy Materials Committee has decided to limit reviews to those which are in some way unique or which will inspire other students to write and perhaps publish their own collections. Consequently, we have included a review of the diverse, high quality student publications of *Wordstream*, a project of the Victoria Read Society.

We are pleased to welcome Linda Mitchell of Literacy B.C. to the Literacy Materials Committee as a resource member . In addition, we have invited Jeannie Purvis from Northern Lights College and Karen Kerr of the Vancouver School Board to join us in our search for and field testing of literacy materials. They take over from two very capable members, Yana Sabanskis and Sylvia Doherty who have served on the committee since January 1992. We have much appreciated and benefited from Yana's familiarity with current reference books and practices in literacy instruction. Sylvia's love of books and special flair for writing were evident in the many excellent reviews she wrote for the *Bulletin*. We must also say good-bye to Thomas Quigley, who as a librarian dedicated to adult literacy, brought a broad range of experience and knowledge to the Literacy Materials Committee during the last five years. We will miss his enthusiasm, humour and the perceptive way he always helped us come to decisions.

The *Bulletin* was printed by students in the Printing Production Department at Vancouver Community College, City Centre. We hope you will find it useful. Laurie Gould

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Titles:	Surprises:	Level D (grade 4)	0-89061-675-2
	More Surprises:	Level D (grade 4)	0-89061-676-0
	Shocks:	Level E (grade 5)	0-89061-750-3
	After Shocks:	Level E (grade 5)	0-89061-750-3
	Sudden Twists:	Level F (grade 6)	0-89061-501-2
	More Twists:	Level F (grade 6)	0-89061-502-1
	Conficts:	Level H (grade 8)	0-89061-717-1
	More Conflicts:	Level H (grade 8)	0-89061-718-X
Editor:	Burton Goodman	**Publisher:**	Jamestown Publishers
Available:	Fitzhenry & Whiteside Limited, 195 Allstate Parkway, Markham, ON L3R 4T8,1-800-387-9776 fax 477-9179		
Price:	$12.95 – $13.95 (educational price)		
Reviewer:	Iris Strong		

Burton Goodman Readers

Each of these readers is a collection of classic stories which has been adapted and abridged for use in the adult classroom. Burton Goodman has taken well-known literary works and re-written them in plain language that is neither boring nor patronizing. Students report that their attention is grabbed right away, and that they love how they are often surprised by the sudden twist at the end. The selections are varied, and most appeal to most students.

Teachers and students alike are pleased with the explanation of short story elements found in the introduction: dialogue, characterization, conflict, main idea, mood, plot, purpose, setting, style and theme. In the Level H collections – *Conflicts* and *More Conflicts* – the following elements are also added and explained: character development, climax, foreshadowing, inner conflict, motive and narrator. This encourages the use of appropriate language in meaningful discussion of these and any other stories.

The stories have twenty questions each, varying from literal comprehension to critical thinking and include a cloze exercise. The questions can help a student and teacher identify areas of strength and weakness in the understanding of facts, vocabulary, story elements, and higher level thinking skills. Also, there are questions for discussion and/or writing that call for personal interpretation and require support for any chosen point of view.

Many of the stories are suitable for students to create their own endings (either before or after hearing or reading the one given). They are also appropriate for predicting, characterizing, comparing, and summarizing. Because the selections are mostly by American male authors and are very reflective of the times when the originals were published, other discussions and writing assignments could come out of thinking how the story might be different if written today, or by a Canadian, or by a female (or all three). A few minor examples of bias or racism can also be searched out (for example, in one story someone who is cowardly is referred to as "yellow") and rewritten in up-to-date language.

Generally speaking, these literary collections are highly recommended. Student comments include: "I love these stories", "They're interesting", "They're not too hard", "They have neat endings", "I recommend these books for people that need help with comprehension", and "I can learn in steps and degrees of difficulty, moreover find pleasure in reading the stories." What more could we want for our students???

Sample Page

12

A Work of Art

BASED ON A STORY
by Anton Chekhov

Sonya Fedorova entered the office of Dr. Koshoff. In her hand she held an object wrapped carefully in newspaper. Her face shone with joy.

"Ah," exclaimed the doctor, "how wonderful to see you. How are you feeling? What is the good news?"

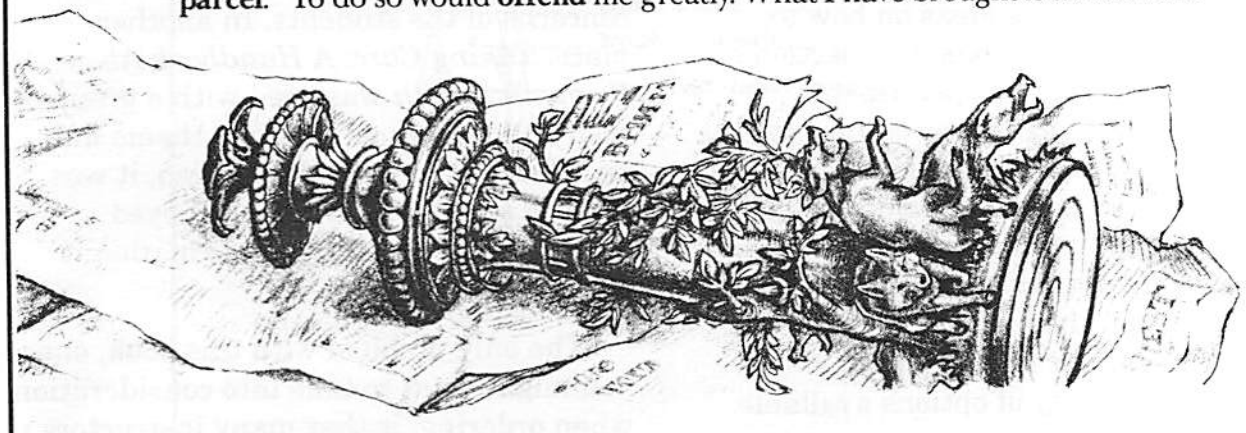
"Doctor," said Sonya, "I have come to thank you. You saved my life. Your skill—your knowledge. Well—I can hardly find words to express myself."

"Say no more," said the doctor, beaming with delight. "I have only done my job. Anyone else would have done the same thing."

"I am poor," said Sonya, "and, as you know, cannot pay you what you really deserve. However, doctor, I beg you to accept a little gift as a **token** of my gratitude."

"Now, now, please—" said the physician.

"No, doctor, you must not refuse," continued Sonya, unfolding her **parcel**. "To do so would **offend** me greatly. What I have brought is a rare work



Title:	Taking Care: A Handbook About Women's Health
Author:	Mary J. Breen
Publisher:	McGraw-Hill Ryerson Limited, 1991
Available:	your local bookstore or McGraw-Hill Ryerson Ltd., 300 Water Street, Whitby, ON, L1N 9B6
Price:	$14.95
ISBN:	0-07-551303-X
Level:	functional
Reviewer:	Jan Sawyer

Taking Care
A Handbook About Women's Health

Taking Care is an excellent book that deals with women's health issues. This book by Mary J. Breen is a revised and updated version of the first edition that was published in 1985. This latest edition is divided into thirteen clear, comprehensive chapters. Some of the chapters included are:

- Eating Well
- Depression
- Over the Counter-Drugs
- You and Your Doctor
- Menopause

The author's down-to-earth tone is easy to relate to as she gives ideas on how to deal with specific situations. In a section on preparing for a doctor's appointment, Breen lists seven suggestions on how to prepare for the doctor's visit. For example, she suggests the reader "make a written list of all your symptoms and list the medicines you are taking." In the "Birth Control" chapter, the author uses a question and answer format when describing the variety of options available.

One of the comments that came back from all those who field tested this book was that it was very readable. This is due to the content which is very topical and the book's layout. The text is in larger print with good spacing and plenty of white space, all of which encourage the functional reader. The sentences are clearly written and point format is often used. Clear diagrams are also employed to enhance the readers' understanding of the text.

Field testing of this book occurred in a variety of situations, and in each case the response was the same: "My students love this book." In one setting it was used as a reference book available to students and tutors to address specific questions or concerns of the students. In another place, *Taking Care: A Handbook About Women's Health* was used with a group of men and women as part of a theme unit on "Health". In a third situation, it was read as a text where it was enjoyed because of the wealth of information it provided.

The only problem with this book, one you might want to take into consideration when ordering, is that many instructors found that their copies disappeared. It is worth the risk, however, because this book is relevant, informative and interesting to the adult learner.

• Harmful Side Effects of the Pill.

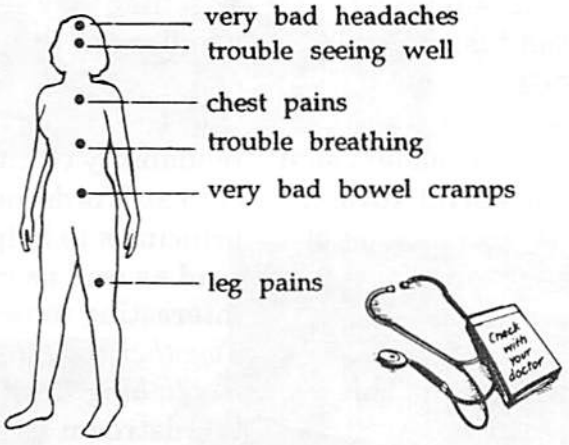
The Pill can cause some harmful side effects. Some of these are serious, but many of them are not.

- Serious harmful side effects of the Pill.

These side effects are serious, but they are <u>not</u> very common:

- stroke
- high blood pressure
- blood clots
- depression
- jaundice

If the Pill is causing a serious side effect, you will have some warning signs. If you have any of these warning signs, call your doctor right away:



Titles:	•Learning in Victoria •We Can All Find a Way, •Tears on a Sidewalk: Seeing the Past Change the Future •Coming Together: Unfolding Our Thoughts on Publishing •Set Your Dreams Free •Gift of Happiness
Publisher:	Wordstream/Victoria READ Society
Available:	Victoria READ Society, 720 Linden Avenue, Victoria, B.C., V8V 4G7, (604) 388-7225, fax 386-8330
Price:	$4.00 per book
ISBN:	•1-895567-00-9 •1-895567-02-5 •1-895567- 03-3 •1-895567-04-1 •1-895567-05-X •1-895567-06-8
Reviewer:	Helen Thomas

Wordstream Learners' Publishing Group has published nine high quality publications since January 1991. A group of adult learners was involved in all steps necessary to plan and publish each book or calendar. The books have brightly coloured covers with striking photographs or artwork and appealing, evocative titles. The border at the bottom of the pages was a learner idea that has gradually become more elaborate and invites the reader to continue through the book.

Stories are generally one page long and accompanied by excellent black and white photographs. The learners' stories are moving and often present intimate portrayals of their lives. The honesty of the stories appeals to adult readers. A student from Malaspina College felt "the stories were touching. It takes a lot of courage and self-esteem to conquer your goals in life." Other readers said the stories were "exciting, wonderful, lovable, interesting, fun . . . " and "There was a lot of feeling in their writing: good feeling, strong feeling . . . a lot of confidence and good spiritual stories too."

Suzanne Ives is the person behind this wonderful learner centred program. At St. Christopher's House Adult Literacy in Toronto she coordinated four adult learner publications. When Suzanne moved to Victoria, it was her dream to start a publishing program to bring together learners from different literacy projects. She approached the Victoria READ Society and Wordstream started in 1991 as part of a Job Development Program funded by Canada Employment. More recently it has been funded by the Ministry of Skills, Training and Labour, the National Literacy Secretariat and the Canadian Give the Gift of Literacy Foundation.

The group begins by choosing a theme and title for each publication. Then learners write, read, edit, and proofread their stories with other students and instructors. Many of these students have never felt comfortable reading in front of others, but sharing their stories, becomes a highlight of their Wordstream experiences. Together they select photographs taken by members of the group and make decisions about artwork, cover and format, always with the reader in mind. They learn about readability (white space, font, type size, etc.) at Wordstream and use those principles to help make their work easier to read as well as more appealing and interesting to new adult readers. *Coming Together: Unfolding Our Thoughts on Publishing* describes the steps the Wordstream Learner's Publishing Group follows for producing a book.

This program became an important focal point in these adult learners' lives and an inspiration for new readers and writers. Their stories also provide reading and writing motivation for other learners throughout B.C. and Canada.

Why We Like Publishing our Writing

"It makes you feel good when your writing is published and people say you wrote a good story and it builds your confidence up and makes you want to write more."

Nancy

"Because I can write. I feel quite honoured that it's being published in this book."

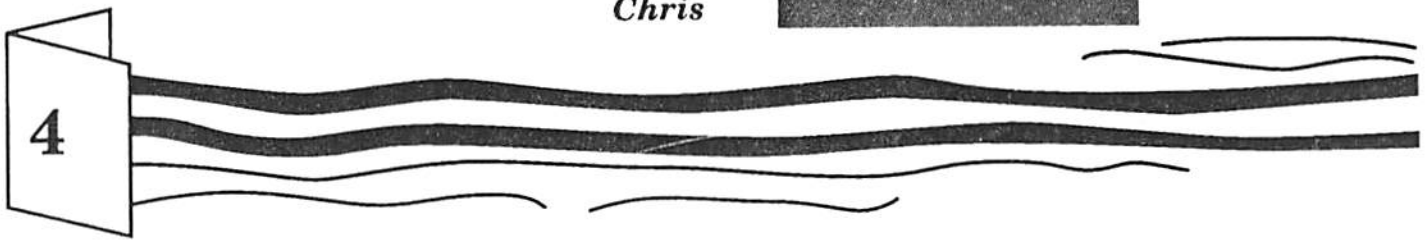
Gillian

"I improve my writing as I go along. In every story, I add more detail. Making the first book was fun and if people want to be part of a book, now we'll show them how."

Chris

"I am happy to see my classmates' stories in the book, happy to see my story in print and happy to be involved with this group. When I first saw my classmates' stories in print, I had a big happy cry feeling in my heart."

Thomas



Sample Page

Title:	Bringing Literacy Within Reach: Identifying and Teaching Adults with Learning Disabilities
Publisher:	Learning Disabilities Association of Canada
Available:	Learning Disabilities Association of Canada., 323 Chapel Street, Suite 200, Ottawa, ON, K1N 7Z2 (613) 238-5721 fax (613) 235-5391
Price:	$25
ISBN:	0-919053-25-4
Level:	instructor
Reviewer:	Karen Kerr

Bringing Literacy Within Reach

Bringing Literacy Within Reach is a resource book for tutors and teachers of adults with learning disabilities. It begins with a definition of learning disabilities and differentiates between people with learning disabilities and those with other problems that may interfere with learning such as emotional disturbances, environmental disadvantages, and intellectual disabilities.

The book has three sections. The first includes a general overall oral screening interview with summary checklists and an assessment for reading, written expression, spelling and numeracy/ calculation. The second section provides teaching strategies for each specific area highlighted in the assessment. The strategies focus on developing attention, memory, visual-spatial relationships, visual and auditory processing for memory and language processing. The third section is a collection of teaching material resources and a list of standardized texts which are available for formal assessment.

The clear format and language make this resource a terrific reference for the busy teacher. The step-by-step screening interview is very detailed and would provide the tutor with valuable diagnostic information. However, the assessments for reading, written expression, spelling and numeracy assume that the tutor has access to graded material or the expertise to put these materials together to form a complete assessment package.

A wealth of strategies are suggested in the teaching section of the book. Not only are the problem areas acknowledged but step-by-step ideas for teachers and students are included as to how to build up specific areas of weakness. The sections are very well organized with excellent examples. Referring to the book for additional help would always provide the teacher with possible solutions to a problem or the reassurance that what was already in place was good educational practice. In general the strategies provide a solid understanding of how to assist learning disabled adults in their academic pursuits and in recognizing their specific strengths and weaknesses.

Resources at the end of the book include books and materials for students and for teachers. They are divided into the same subject areas as the assessment and teaching strategies enabling straight forward access of information. A long list of formal assessment tests is included accompanied by the reminder that assessment and interpretation of tests is a professional skill.

Lesson #5

Problem: Student can't do word problems accurately.

Learning disability characteristic: Verbal processing (language) and organizational skills

Specific objective: Student will be able to solve the following problem: e.g., Mary is going to have twelve friends to her party. They will have two cans of pop and three hot dogs each. Pop is $6.99 for a case of 24, weiners are $1.99 a dozen and buns are $.99 a dozen. How much will the food and drinks cost her?

Lesson: Break down the problem into separate fact statements:

- there are 12 friends
- each drinks 2 cans of pop
- each eats 3 hot dogs
- in total they drink 2 x 12 = 24 cans of pop
- 24 cans of pop = 1 case
- a case of 24 cans of pop costs $6.99
- in total they eat 3 x 12 = 36 hot dogs which is 3 dozen hot dogs
- there are 36 hot dogs
- 36 hot dogs = 3 dozen
- 1 dozen weiners costs $1.99
- 3 dozen weiners = 3 x 1.99 = 5.97
- there are 3 x 12 = 36 buns
- 36 buns = 3 dozen buns
- 1 dozen buns costs $.99
- 3 dozen buns = 3 x .99 = 2.97
- the pop and hot dogs = 6.99 + 5.97 + 2.97 = 15.93
- final statement: The food will cost her $15.93.

Additional ideas:

- Review procedures used (addition and multiplication).
- Show the symbols that stand for the procedures (+ = add; x = multiply). This is also an opportunity to review other important symbols such as -, ÷, %, etc.
- If the student is a messy handwriter, have student write (or print) each fact statement on every other line.

Title:	The QUICK-WORD Handbook for Beginning Writers The QUICK-WORD Handbook for Everyday Writers The QUICK-WORD Handbook for Practical Writing
Author:	Rebecca A. Sitton and Robert G. Forest
Publisher:	Curriculm Associates, Inc.
Available:	Curriculm Associates, 5 Esquire Road, North Billerica, MA, 01862-2589, Tel. 1-800-225-0248 fax (508) 667-5706
Price:	$3.95 each or $.89-.99 each for 11 or more (U.S. funds)
Level:	basic, functional, independent
Reviewer:	Laurie Gould

The QUICK-WORD Handbooks

The QUICK-WORD Handbooks are a big hit at Vancouver Community College. Many instructors in our fundamental level program recommend the handbooks to their students, and students in other programs have also recognized their value and bought copies from the bookstore.

QUICK-WORDS are inexpensive and functional. The 30 page *Handbook for Beginning Writers* contains 330 high usage words listed in alphabetical order and introduced with a sentence that uses the word in context. Space is provided on each page for writers to add their own words. Eight pages at the back include special lists of words: days, months, weather, animals, foods, colors, school and numbers. This handbook is probably most useful in a family literacy program as some of the sentences and illustrations are for children.

The *Handbook for Everyday Writers* comes in a Canadian Edition and lists 1,029 high frequency writing words plus space for students to list their own words. It is appropriate for functional level adult students and has a homophone guide, suffix reference, common abbreviations including those for metric terms and names of provinces, plus number words, months of the year and days of the week.

The *Handbook for Practical Writing* is designed for the independent level student and lists over 2,500 high use writing words plus 237 survival words and phrases. Like *Everyday Writers* it features a homophone guide, suffix reference and list of common abbreviations. However, there is not a Canadian version so it is more American in content and spelling.

QUICK-WORDS can easily be 3-hole punched and kept in a binder for handy reference. My students use it as a fast and easy dictionary to check spelling as they write and as a personal problem wordlist for spelling errors. I give them a set of directions on "How To Study Spelling Words" to tape into the front of the handbook and use with words they record.

Here is what students say about this excellent resource: "I use quickword to find new words to learn and look up the correct spelling to make sure I'm right." , "I use (it) to keep track of incorrect word spellings.", "I like quickword because I learn a lot of new words.", "I use it like a dictionary because it is very easy to find words in.", "I like it because it starts from A to Z and it shows how to do word buildings.", "I look up the correct spelling of a word I maybe not sure of." One instructor noted, "I see all of them use it frequently when they're writing."

From *The QUICK-WORD Handbook for Everyday Writers*

each	entire
early	equal
earth	especially
east	even
easy	evening
eat	ever
edge	every
effect	everybody
★eight	everyone
either	everything
electric	everywhere
electricity	example
else	except
empty	exercise
end	expect
energy	experience
engine	experiment
English	explain
enjoy	express
enough	eye

Title:	A Handbook for Interpreters in Health
Publisher:	Government of the Northwest Territories
Available:	Health Promotion, Department of Health, Box 1320 Government of the Northwest Territories, Yellowknife N.W.T., X1A 2L9
Price:	$50
Level:	functional
Reviewer:	Karen Kerr

A Handbook for Interpreters in Health

This manual was written for use by health care workers in the northern communities with individuals who may not be familiar with English and medical terminology. It is also ideal for adult literacy students who are learning to use their newly acquired reading skills to learn interesting and worth while information. The manual is presented in a three ringed format suitable for a binder.

The book has three main parts. Part I is most directed at the health care worker explaining how, when and why the book is useful. Part II is divided into sub-sections each focusing on transmitting relevant information about specific "body systems" (respiratory, nervous, digestive, circulatory) how they function in the body and common problems which may occur within the "system". The last part concentrates on public health and the health difficulties which arise from heavy drinking, smoking, stress, diabetes and heart disease.

The language and diagrams used in the manual are clear and directly to the point. The diagrams simplify the complex issues associated with body functions, but presentation and technical language used is adult and similar to the words used by doctors, nurses and the media. Students found the inclusion of problem areas and risk factors to be particularly meaningful and relevant to their life styles. Also, useful ideas for home treatment for some of the problems were included.

This is an extremely useful manual with easy to locate sections and numerous drawings and diagrams. The whole area of personal health care is an important and recurring interest for adult literacy students and this type of book allows the teacher or tutor to present information without having to be an expert in the subject area. Students and instructors can all learn a great deal from this book!

The NWT Health Promotion Office of the Department of Health has given permission to duplicate a few pages of the manual for educational use, but require a letter for requests to duplicate larger amounts. Your local community health nurse, health unit or health department may have a copy of *A Handbook for Interpreters in Health* that you can borrow.

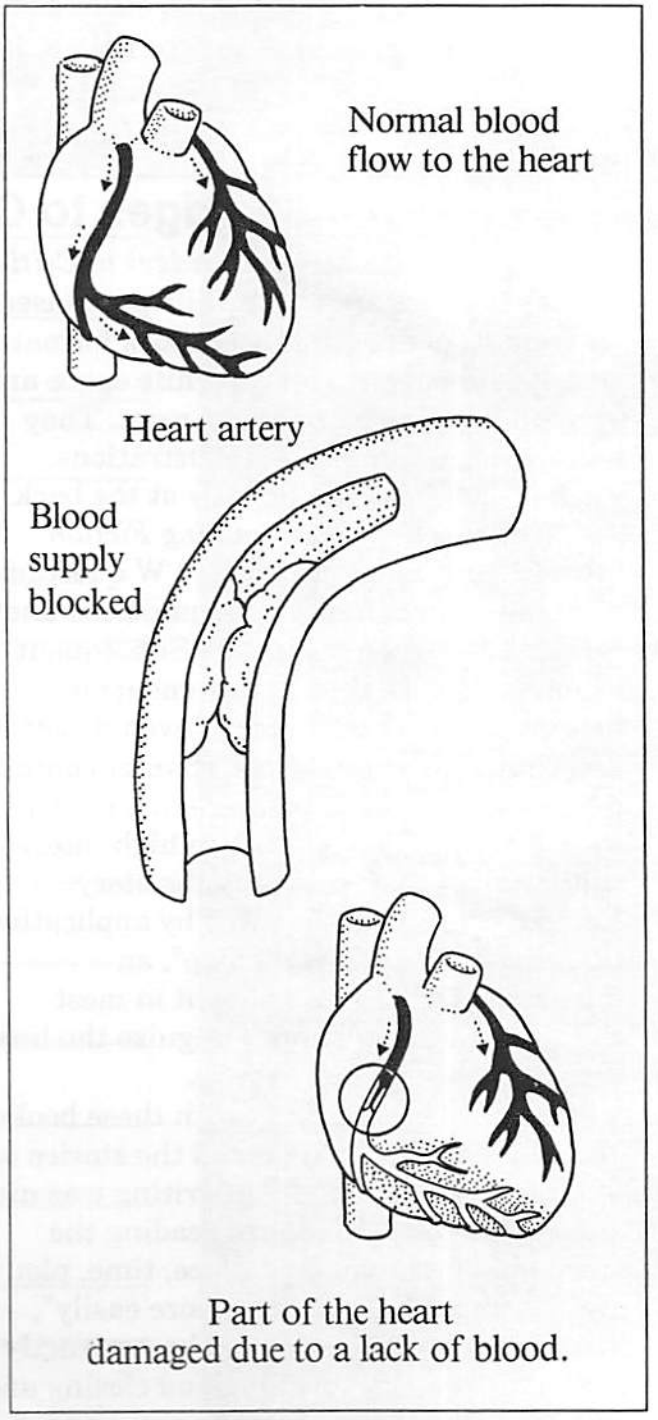
Common Problems

Heart Attack

- A **heart attack** occurs when blood doesn't get to part of the heart; the part without blood becomes damaged. Usually this is caused by a blood clot in one of the heart arteries. The bigger the area affected, the worse the attack.
- People who have high blood pressure or hardening of the arteries are more likely to have a heart attack than those who do not.
- The main symptom of a heart attack is a strong pain in the middle of the chest. Angina pains are a symptom that an attack is possible.
- It is important to get help fast in order to minimize the amount of damage. A heart attack is a **medical emergency.**

Most people who have heart attacks recover. Recovery usually involves:

— medical tests to determine how much damage has occurred to the heart muscle. The specific treatment will depend on these tests.
— not smoking;
— keeping weight down and eating less fatty foods;
— exercising regularly. Regular exercise, that begins slowly and then gets more intense during recovery, usually cuts down the chance of having another heart attack.



Title:	Bridges to Critical Thinking: Reading Fiction Bridges to Critical Thinking: Reading Nonfiction
Author:	Bonnie Tivenan
Publisher:	Contemporary Books, 1991
Available:	Fitzhenry & Whiteside, 195 Allstate Parkway, Markham,ON L3R 4T8, 1-800-387-9776 fax (905)477-9179
Price:	$9.95 each (discounts for multiple copies)
ISBN:	8092-41943 & 8092-41935
Level:	functional
Reviewer:	Laurie Gould

Bridges to Critical Thinking

These two titles in the *Bridges to Critical Thinking* series are worthwhile purchases for your students. Their workbook format is clearly laid out with lots of white space and 'easy-to-read-but-not-too-big' print. They feature adult content and illustrations. Each book has an answer key at the back.

The first chapter of *Reading Fiction* introduces students to the five W questions and shows them how to ask questions and think ahead when they read. Subsequent chapters discuss the basic elements of fiction: plot, conflict, order of events, setting and characterization. Each chapter contains a lesson on one of these elements, relevant exercises and then one or two high interest short stories that exemplify the story element focused on, followed by application exercises. "Writer's Workshop", an integrated writing assignment in most chapters, helps students recognize the link between reading and writing.

Students like working with these books, "The book is easy to read and the stories are like real life stories.", "The writing was nice and big.", "When I finished reading the story I knew the conflict, place, time, plot and I understood the story more easily", "When you write a story you know exactly how to use setting, opening and closing and plot.", "It has short interesting stories.", " This book made me think a lot.", " These exercises help you put it all into perspective.", " There are questions [that] make the reader think about what has been read or what might happen. I feel this is beneficial."

Of *Reading Nonfiction* one instructor wrote, "The topics in this book are perfect for the ABE philosophy of teaching in the content areas. There are science selections, biographies, social studies articles, etc. The topics chosen are interesting: invention, Stephen Hawking and scientific theory; anthropology . . .and beg to be followed up on." *Reading Nonfiction* introduces students to basic concepts and patterns of development used in expository writing: topic sentences, detail sentences, outlining, summarizing, note-taking, giving directions, comparison and contrast, cause and effect. The "Writer's Workshop" challenges students to us these strategies while writing from their own experience. "It has helped my comprehension alot. I can pick out the important parts of paragraphs. It has also helped me with writing stories and with summarizing what I read," commented one student.

The content covered in these two workbooks is not unique. However, it is unusual to see these topics dealt with in a way that is interesting and accessible to adults reading at the functional level (grade 4-5). The only real drawback is the lack of Canadian content.

Sample Page

4

Conflict

Have you ever had to . . .

- **force yourself to stop a bad habit?**
- **fight bad weather?**
- **stand up for yourself when your family did not agree with you?**

Most people have **conflicts**, or problems like these, from time to time. So do the people in stories.

Some conflicts happen when a person has to make a difficult choice. For example, the man trying not to overeat has to choose between two things he wants—dessert and weight loss. This kind of conflict is known as **person against himself (herself)**.

Other conflicts involve a struggle against bad weather or another problem caused by nature. A conflict like this is known as **person against nature**.

The third kind of conflict is known as **person against person**. This kind of conflict occurs when two or more people disagree or fight with each other.

All conflicts in story plots can be put into one of these three groups. In this chapter, you will use your experience with problems to understand conflicts in story plots.

Title:	Kids Have All the Write Stuff
Authors:	Sharon A. Edwards and Robert W. Maloy
Publisher:	Penguin Books, 1992
Available:	Penguin Books Canada Ltd., 10 Alcorn Ave., Toronto, ON M4N 3B2 or in Vancouver at Kidsbooks (604)738-5335
Price:	$12.99
ISBN:	0 14 01 5972 X
Level:	instructor
Reviewer:	Katie Malloy

Kids Have All The Write Stuff

This book was recommended by a family literacy instructor as a resource for program planning and parenting information.

"As soon as [children] discover new purposes or find compelling topics, they write enthusiastically." So say Edwards and Maloy, experienced educators, and authors of *Kids Have All The Write Stuff*. Taking a whole language approach, this is a resource book providing hundreds of practical suggestions and tips for teaching and encouraging young children to write.

It is written in two parts. Part one "Understanding Writing" examines children's emergent writing, talks about the creation of a "Writing Box", suggests a "Writing Process Fit for a Child" and analyzes many examples of children's writings, including a section on how to decipher a child's first written words. The authors convincingly illustrate how a writing box can do far more than simply assemble writing and drawing materials neatly .

Part two, "Enjoying Writing" has a chapter on writing for everyday life including suggestions and examples of greeting cards, letters, lists, notes, menus, bulletin board ideas, daily and weekly routines, plus many more innovative ideas. Another chapter, "Playing with Language Through Words", is filled with examples of how parents can adapt everyday situations into interesting learning experiences. The creation of electronic journals, diaries, stories, notes, signs and maps are among the ideas put forward in chapter 8, "Using Writing Machines."

The nine chapters cover writing processes appropriate for children, writing as a family activity, expressing imagination and other aspects of enjoying writing. The end of the book includes a chapter on how teachers can integrate the ideas at school, over thirty pages of book suggestions for children, a how-to on publishing children's books at home, and lists of resources, including software.

"Throughout the educators who wrote this book have infused it with a passion for the value of writing and an infectious respect for children," writes friend and colleague Caroline Mufford, and of the day she assembled a writing box with her daughter, "Eileen was riveted and serious as she proclaimed, 'I am a writer'."

Kids Have All the Write Stuff aims at parents of emergent writers but many of the strategies suggested could easily be adapted for use with adult learners directly or in their role as parents. It is a worthwhile resource for any family literacy program.

Sample Page

In the 1980s we became interested in the whole language approach to teaching, in which children's own writing serves as the beginning of their learning about language. What we found within this philosophy were concepts that radically changed our beliefs about what even the youngest children can learn and accomplish. In 1988, we combined our knowledge of whole language and "process writing" with the powerful role that parents play in their child's life. We developed and tried out an easy, inexpensive, and effective way to promote successful learning for children that begins with their writing at home. We call it a Writing Box.

Writing Boxes are containers (we use see-through plastic ones) filled with materials for young children to keep at home and use any way they choose. Since that first year, more than a hundred youngsters from Sharon's kindergarten, first-, and second-grade classes, and many more in several other Massachusetts schools, have received Writing Boxes.

A Writing Box might contain:

- white construction paper
- colored construction paper
- lead pencils
- erasers
- scented watercolor markers
- crayons
- colored pencils
- cellophane tape
- glue
- stapler
- scissors
- ruler with shaped template cutouts
- small and large notebooks
- small chalkboard
- white and colored chalk
- pencil sharpeners
- alphabet chart
- top-locking plastic bag
- classroom-made blank books

We chose colorful, child-sized items that appeal to young children, such as a small Swingline stapler that is just right for the size and strength of small hands. Some items grab attention, like the multicolored covers on various sized notebooks. Some are unusual, like a pencil sharpener attached to a small globe. One of three lead pencils has a shiny exterior instead of plain yellow. The C-THRU plastic ruler has small templates of geometric shapes in its center. Fiddle Sticks markers have different scents. The materials are inexpensive, durable, and easy to replace. Paper-covered, child-made blank books for children to write in at home and bring back to school to be typed into "published" cardboard-cover editions are also part of the contents.

Title:	Bread•Bread•Bread
Author:	Ann Morris
Photographs:	Ken Heyman
Publisher:	William Morrow
Available:	Gage Distribution, 164 Commander Boulevard, Scarborough, ON, M1S 3C7, 1-800-667-1115 In Vancouver at Kidsbooks (604)738-5335 fax 738-5362
Price:	$7.95
ISBN:	0 688 122 752
Level:	basic
Reviewer:	Lorraine Fox

Bread•Bread•Bread

Bread •Bread •Bread is a picture book with lovely photographs of various nations of the world and the type of bread which is a staple food for them. As the book jacket professes, "It provides the reader with a glimpse into the rich variety of world cultures, as well as an informative look at an important food that everyone agrees is as necessary as water and air."

Bread •Bread •Bread was field tested in regular adult literacy programs and in a family literacy project. It was well received by children and adults alike. Participants were able to readily identify with persons pictured in the book, as bread is an important part of every life.

In the family literacy project, the children and adults were asked to read the book separately and as a group. Then we asked all to write a short story about bread, to write their favourite recipes using bread and then to read aloud to the group. This activity was very much enjoyed, with much discussion and laughter. We concluded this learning exercise by making *bannock* which is a staple bread in many First Nations homes.

The large type and brevity of sentences in the book were easily understood and read by all. The children who were unable to read enjoyed the photographs as well as the making, baking and eating of our bannock.

One student in an adult literacy class wrote, "People all over the world eat bread. Some people eat it once a day. People in India eat Japati three times a day. I liked this book. The first time I watched the bread, how it was shaped. Then I read the book. It reminded me of all the different kinds of bread I ate in different countries before I came to Canada."

Another student took *Bread •Bread •Bread* home to share with her children and said they read it over and over again together. She said, "It has wonderful pictures. It made my children use their imagination."

Bread •Bread •Bread is a delightful book to introduce learners to other world citizens and to encourage them to share many happy bread stories.

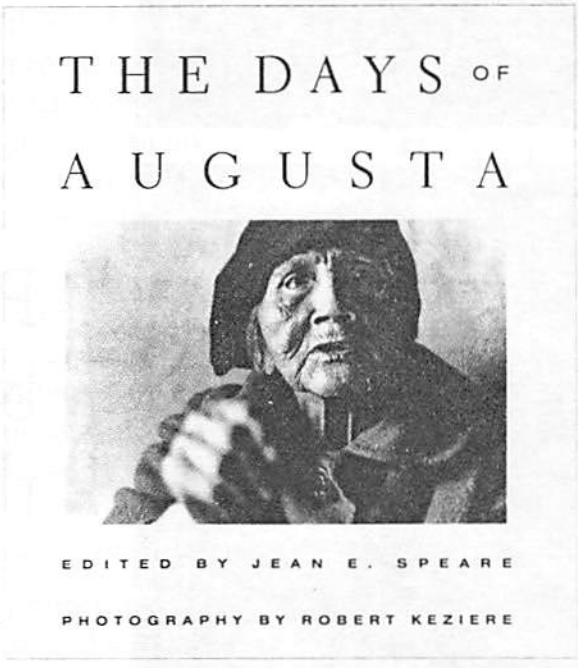
People eat bread all over the world.

Title:	Days of Augusta
Author:	Jean E. Speare
Publisher:	Douglas & McIntyre, 1973, 1992
Available:	at your local bookstore or Douglas & McIntyre, 1615 Venables St., Vancouver B.C. V5L 2H1 (604) 254-7191 fax (604) 254-9099
Price:	$16.95
ISBN:	1-55054-003-3
Level:	functional
Reviewer:	Brenda Giles

★★ The Days of Augusta ★★

Jean E. Speare's book, *The Days of Augusta*, is a collection of poems, short stories and photographs which reflect the life of Mary Augusta Tappage. There is also a sixteen minute film based on the story available from the National Film Board of Canada.

The Days of Augusta is a book about a wise First Nations woman who taught many different children. The story covers her life from when she was a child in mission school through to her death at age ninety. She tells of how at the mission school she was not allowed to speak her Shuswap language.



Augusta married George Evans in 1903 and lost her Indian status. They bought a farm and George worked the road to pay it off. They had four children, two boys and two girls but the girls died at birth. The boys never went to school because they were not allowed to go to the mission. So Augusta taught them herself.

Augusta was still young when George and the oldest boy died. Her younger son took over the farm and she worked at various jobs in people's homes. Augusta taught herself to be a midwife from a doctor's book. Also she took in unfortunate children till they were able to go on their own. She taught them English and Shuswap. Augusta Evans died on August 16, 1978. She was buried in the native graveyard on the Soda Creek reserve.

Learners really like *The Days of Augusta*. One woman, an aboriginal Guatemalan said, "I learned new information from this book. As an Indian we should not forget our mother language. We should teach our children and our grandchildren as Augusta did with her children, grandchildren and the children of others." An instructor commented, "Great discussion on role of residential schools and grandmothers. Works well with the NFB film."

★★★★ GOLDEN OLDIE ★★★★

Smallpox

I

It must have been about 1860, that smallpox time. My grandmother told me. She lived through it. Not many did.

She said that lots of Indians lived on this high bench and that's where they are all buried. They died like flies, yes.

And for years after, a flag used to wave above the graveyard, but that's gone now. But no one goes near it anyhow. No one wants to go near it.

How they got it she says was from a man on foot coming through the country. A white man. A miner, maybe, in those days.

He camped near the Indians and they gave him food and were good to him. And I guess he thanked them by giving them this nice blanket — a Hudson's Bay blanket, my grandmother says.

Well, that man didn't have smallpox — no, he didn't have it. But they figured out later that he must have carried it with him in that blanket.

They all got it anyway after he left. It cleaned them out.

II

Well, my grandmother's young brother got this smallpox. They were young in those days. She didn't get it because she stayed away from the others. She was living in an underground house.

Her brother called to her. "Make a fire out here for me," he called.

Doctor's Book

I bought a doctor's book from Eatons.
It was down at Regina then.
It cost me three dollars, yes.

But I read that book from end to end.
I learned it by heart.
At night in my kitchen by candlelight.

It was this thick and it had pictures
About everything — mother, baby, boils, breaks,
Yes, I learned it by heart.

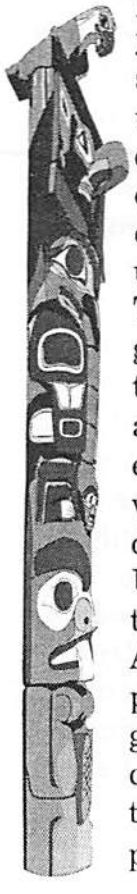
I said, "I'm not scared to help them."
No doctors, nobody; so I learned that book

Title:	B.C. Scapes
Publisher:	The Alexandra Projects
Available:	The Alexandra Projects, #305 – 1140 Homer Street, Vancouver, B.C., V6E 2X6, (604) 683-4563 fax 683-6880
Price:	$40 including GST and PST
Level:	all levels
Reviewer:	Helen Thomas

B.C. Scapes

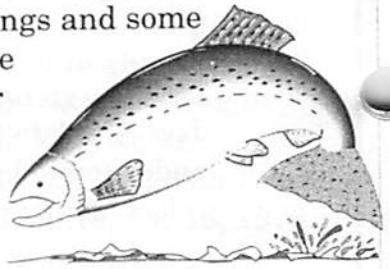
B.C. Scapes is a reasonably priced software program that has a variety of high quality images, scenery, objects and landmarks that are well known in British Columbia. It comes on diskettes in two different formats: Macintosh and IBM or through an electronic delivery service via modem.

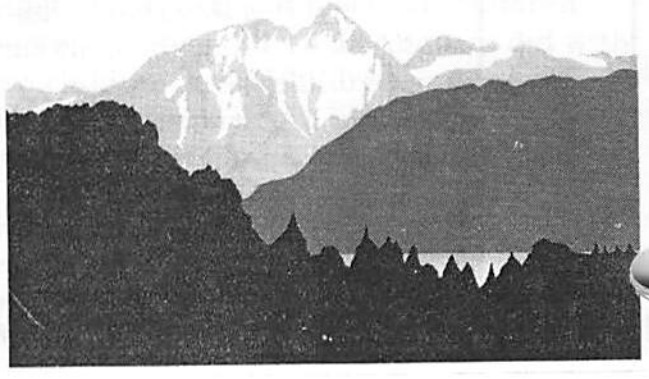
In order to use these graphics you must have a word processing or desktop publishing program that will allow you to import graphics. Once I was shown the process, I found it easy to use these images with a Macintosh computer and Pagemaker. The two disks were easily loaded on my hard drive, but the images could also be used directly from the original disks. There is no difficulty making the graphics very small or large enough to fill a sheet of paper. The clarity and quality of these graphics were excellent in any size. The results were effective with either a laser or a dot matrix printer.



Using an IBM or similar computer, the graphics were equally successful. A machine with a 386 or higher processor is recommended to run the graphics efficiently. The graphics could be easily retrieved by many of the current word processing, desktop publishing Windows programs.

The BC Scapes collection of over 50 clip art images is a great motivator of students for creative writing, research projects or newsletters. The graphics help students choose a topic or can be added to a piece of writing or a newsletter to give the project a finished and polished look. Although the buildings and some other landmarks are from the Vancouver area, even students who do not live there are familiar with this area and would enjoy writing about it. Others appreciate learning about this area from other learner's writing. Some useful teaching images such as a map of BC and Vancouver island are included and could be used in a variety of classroom activities. The images are extremely clear and far more realistic looking than many other graphics.





The Bulletin's Board

Canadian Congress for Learning Opportunities for Women (CCLOW)

What happens when some women in an adult literacy or basic education program decide to do something they define as woman-positive? Thirty women across Canada were involved in a program-based research project that asked that question. Their stories and experiences are available in three books co-published by CCLOW and Fernwood Publishers. For more information contact *CCLOW* 47 Main Street, Toronto,ON, M4E 2V6, Tel. (416) 669-1909 or fax (416) 699-2145

Saskatchewan Literacy Network Publications

The Saskatchewan Literacy Network has published a number of attractive and affordable collections of student stories. Titles include *Struggles and Growth Volumes I, II, III* at $6.00 each and *Memories and Dreams Volumes I and II* at $5.00 each plus $1.00 postage and handling. They are currently developing a guidebook for use with these publications. Contact *Saskatchewan Literacy Network*, P.O.Box 1520, Saskatoon, Sask., S7K 3R5, Tel. (306) 653-7368 or fax (306)933-6490

Mailing List & Permanent Collection:

If you would like to be added to the *Literacy Materials Bulletin* mailing list or want to order back copies of *Bulletins 1 – 9*, please contact the Adult Literacy Contact Centre.The A.L.C.C. also has a complete and permanent set of materials from all ten *Bulletins* available for viewing at the *Adult Literacy Contact Centre*, Suite 622, 510 West Hastings Street, Vancouver, B.C. V6B 1L8, Tel. 684-0624 in the Lower Mainland, 1-800-663-1293 toll free in B.C. or fax 684-8520

Circulating Materials:

The materials reviewed in the 10 issues of the *Literacy Materials Bulletin* are available on a loan basis for a period of one month. If you wish to borrow any of them, please contact *Literacy B.C.* Suite 1122, 510 West Hastings Street, Vancouver, B.C. V6B 1L8, Tel. (604)687-5077 or fax (604) 687-5076

Reader Recommendations and Requests:

The Literacy Materials Committee wants to hear about your favorite literacy materials. We also want to help you find the specific type of literacy materials you are looking for. To help us, please fill out and mail the forms on the back of this page.

The Literacy Materials Committee receives funding from the National Literacy Secretariat, Multiculturalism and Citizenship Canada and the Ministry of Skills, Training and Labour, British Columbia. The Committee was formed in 1989 to seek out, field test and review worthwhile literacy materials for adults. The Literacy Materials Bulletin is published and distributed twice a year.

LITERACY MATERIALS RECOMMENDATION FORM

Title _____

Author _____ **Publisher** _____

Level (please circle) ***Basic (0-3)** ****Functional (4-6)** *****Independent (7-9)**

Why do you recommend this title: _____

_____

_____

_____

_____

Please attach copy of one page and table of contents

Recommended by: _____

_____

_____

LITERACY MATERIALS REQUEST FORM

What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review. Please include information about the content, level and format (book, video, software, etc.) you require: _____

_____

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Requested by: _____

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Send completed forms to:

Laurie Gould
Basic Education Department
Vancouver Community College (KEC)
1155 East Broadway
Vancouver, B.C. V5T 1Y8